

Communities That Care

# Community Board Orientation

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The Research  
Foundation  
and Process

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Participant's Guide

Module 2

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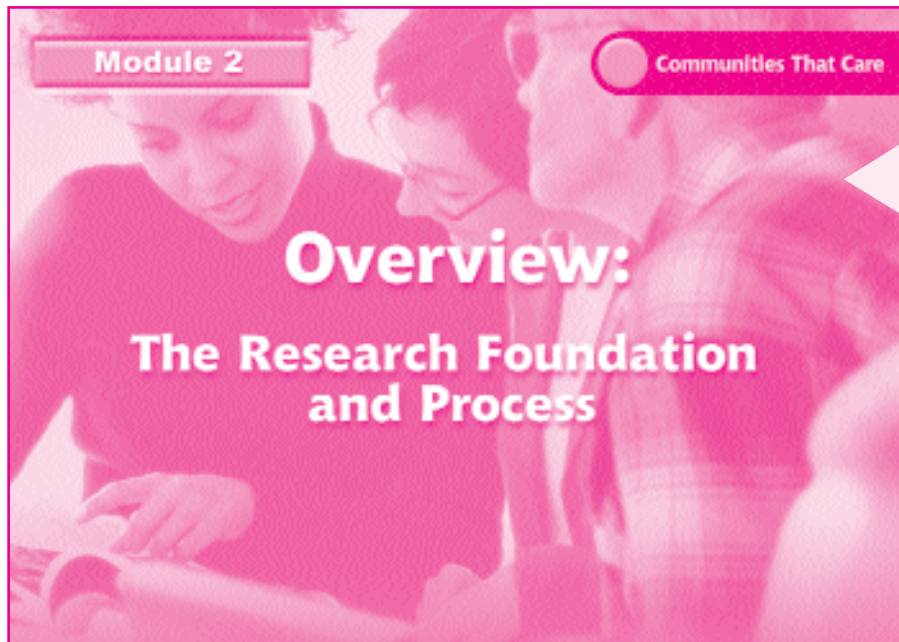
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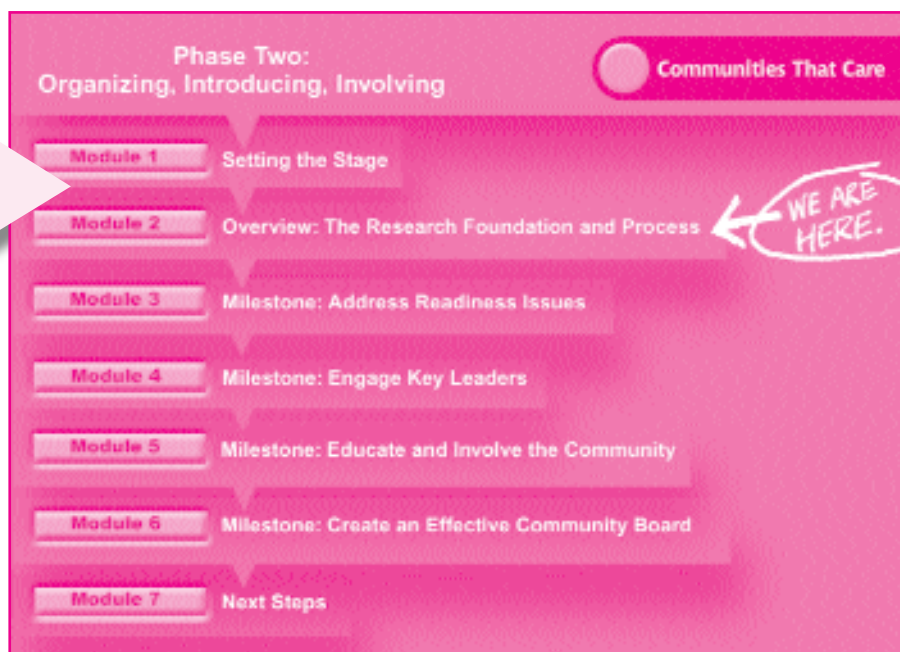
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# Notes

## Module 2



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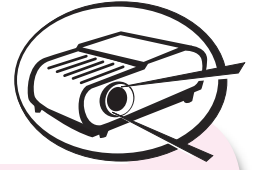
# Notes

## Module 2 goal

Provide an overview of the *Communities That Care* research foundation and process.



Communities That Care



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# Notes



Slide 2-4

### Objectives



Communities That Care

On completing this module, you will be able to:

1. describe what the *Communities That Care* system is and how it helps communities
2. describe the research foundation of the *Communities That Care* system
3. explain how the prevention-science research base helps build positive futures for youth and prevent problem behaviors
4. explain how the *Communities That Care* operating system works
5. describe the benefits of using the *Communities That Care* operating system.



# Notes



## The Communities That Care system...

uses prevention-science research to promote positive youth development and prevent youth behavior problems

provides local control and flexibility to maintain support and sustainability

matches a local profile of risk, protection and problem behaviors to tested, effective programs, policies and practices

focuses on outcomes to ensure accountability for resources.

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# Notes



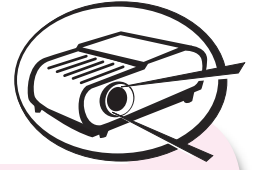
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### The research foundation

Communities That Care

- The Social Development Strategy
- The public health approach
- Research-based predictors of problem behaviors and positive youth outcomes—risk and protective factors
- Tested, effective prevention strategies

# Notes



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# Notes



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# Notes



## The Social Development Strategy

A research-based model that organizes known protective factors into a guiding framework for building positive futures for children

Communities That Care



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# Notes



Slide 2-10



# Notes

## Prevention-science research base

Communities That Care

- The Social Development Strategy
- The public health approach



Slide 2-11

# Notes



Slide 2-12

### The public health approach

Communities That Care



# Notes

## The public health approach

Communities That Care

- Based on research on predictors of health problems
- Modifies predictors to prevent behavior problems
- Can affect the entire social environment
- Works through collaboration
- Can create long-lasting results



Slide 2-13

# Notes



Slide 2-14

### Prevention-science research base

Communities That Care

- The Social Development Strategy
- The public health approach
- Research-based predictors of problem behaviors and positive youth outcomes—risk and protective factors



# Notes

## Predictors of problem behaviors and positive youth outcomes

Communities That Care

### Risk factors

Research has identified risk factors in four domains:

Risk factors are predictive of higher levels of adolescent substance abuse, delinquency, teen pregnancy, school drop-out and violence.



Slide 2-15

# Notes



Slide 2-16

### Risk factors

Communities That Care

- Research-based
- Predictive in multiple longitudinal studies
- Present in all areas of influence
- Predictive of multiple problem behaviors
- Present throughout development
- Work similarly across racial lines
- Measurable
- Buffered by protective factors

# Notes



## Community risk factors

### Adolescent problem behaviors

Communities That Care

Substance Abuse  
Delinquency  
Teen Pregnancy  
School Drop-Out  
Violence

Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic Deprivation	✓	✓	✓	✓	✓



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# Notes



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## Family risk factors

Communities That Care

### Adolescent problem behaviors

Substance Abuse  
Delinquency  
Teen Pregnancy  
School Drop-Out  
Violence

Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓

# Notes

## School risk factors

Communities That Care

### Adolescent problem behaviors

Substance Abuse  
Delinquency  
Teen Pregnancy  
School Drop-Out  
Violence

Academic Failure Beginning  
in Late Elementary School

Lack of Commitment to School

✓	✓	✓	✓	✓
✓	✓	✓	✓	✓

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# Notes



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## Peer and individual risk factors

Communities That Care

### Adolescent problem behaviors

Substance Abuse  
Delinquency  
Teen Pregnancy  
School Drop-Out  
Violence

Early and persistent antisocial behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends who engage in the problem behavior	✓	✓	✓	✓	✓
Gang involvement	✓	✓			✓
Favorable attitudes toward the problem behavior	✓	✓	✓	✓	
Early initiation of the problem behavior	✓	✓	✓	✓	✓
Constitutional factors	✓	✓			✓

# Notes

# Risk factors for adolescent problem behaviors

## Risk Factors

## Adolescent Problem Behaviors

Community	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Availability of Drugs	●				●
Availability of Firearms		●			●
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	●	●			●
Media Portrayals of Violence					●
Transitions and Mobility	●	●		●	
Low Neighborhood Attachment and Community Disorganization	●	●			●
Extreme Economic Deprivation	●	●	●	●	●
<b>Family</b>					
Family History of the Problem Behavior	●	●	●	●	●
Family Management Problems	●	●	●	●	●
Family Conflict	●	●	●	●	●
Favorable Parental Attitudes and Involvement in the Problem Behavior	●	●			●
<b>School</b>					
Academic Failure Beginning in Late Elementary School	●	●	●	●	●
Lack of Commitment to School	●	●	●	●	●
<b>Peer and Individual</b>					
Early and Persistent Antisocial Behavior	●	●	●	●	●
Rebelliousness	●	●		●	
Friends Who Engage in the Problem Behavior	●	●	●	●	●
Gang Involvement	●	●			●
Favorable Attitudes toward the Problem Behavior	●	●	●	●	
Early Initiation of the Problem Behavior	●	●	●	●	●
Constitutional Factors	●	●			●



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### Predictors of problem behaviors and positive youth outcomes

Communities That Care

#### Protective factors

Research has identified  
*protective factors* in  
four domains:

Protective factors  
buffer young people's  
exposure to risk.



# Notes

## Protective factors

Communities That Care

- Research-based
- Present in all areas of influence
- Measurable
- Predictive of positive youth development
- Present throughout development
- Buffer effects of risk exposure



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# Notes



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### Protective factors

Communities That Care

- Individual factors
  - High intelligence
  - Resilient temperament
  - Prosocial orientation
  - Competencies and skills
- Prosocial opportunities
- Reinforcement for prosocial involvement
- Bonding
- Healthy beliefs and clear standards

# Notes





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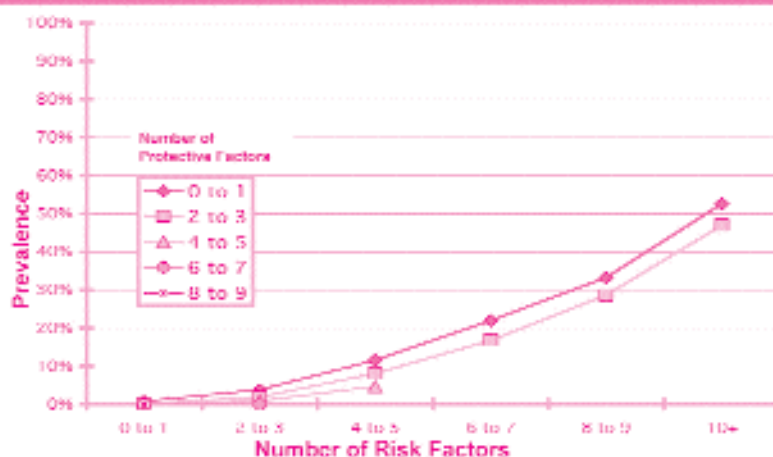
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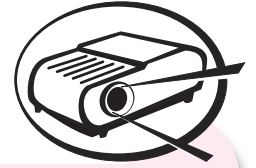
Slide 2-25

### Association of risk- and protective-factor levels with marijuana use (past 30 days)

Communities That Care

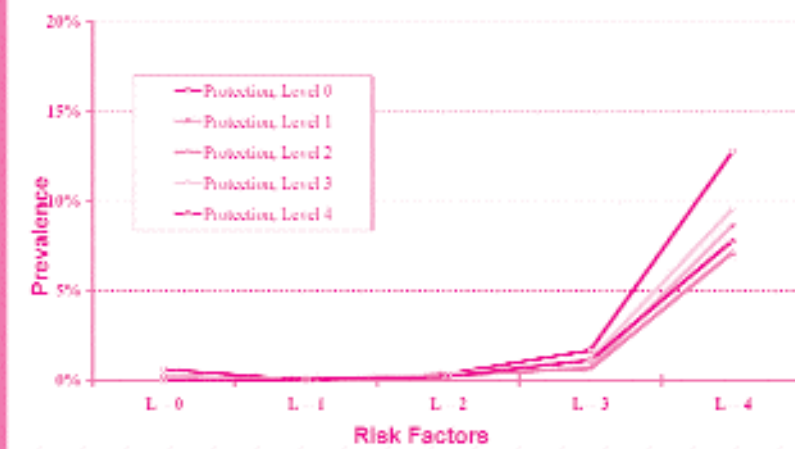


# Notes



## Association of risk- and protective-factor levels with taking a gun to school (past year)

Communities That Care



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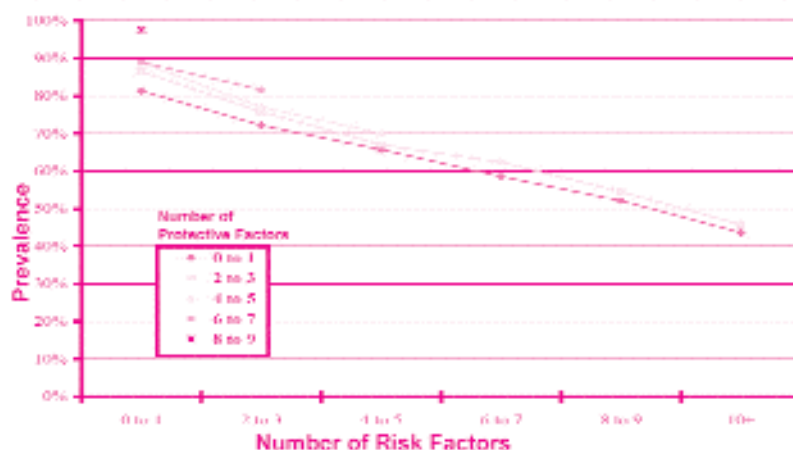
# Notes



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## Association of risk- and protective-factor levels with academic success (past year)

Communities That Care



# Notes

## What research has shown about risk and protective factors

Communities That Care

- Risk and protective factors exist in all areas of children's lives.
- The more risk factors present, the greater the chances of problem behavior.
- Risk and protective factors can be present throughout development.
- Risk factors are buffered by protective factors.



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# Notes



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### What research has shown about risk and protective factors

Communities That Care

- Common risk and protective factors predict diverse behavior problems.
- Risk and protective factors work similarly across racial lines.
- Both risk and protective factors should be used in prevention efforts.

# Notes

## Prevention-science research base

Communities That Care

- The Social Development Strategy
- The public health approach
- Research-based predictors of problem behaviors and positive youth outcomes—risk and protective factors
- Tested, effective prevention strategies



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# Notes



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### Tested, effective prevention strategies

Communities That Care

*Programs, policies or practices that have demonstrated effectiveness in:*

- Reducing specific risk factors and enhancing protective factors
- Enhancing positive behaviors and reducing negative behaviors

# Notes



## Effective prevention strategies

Communities That Care

- Project STAR
- Adolescent Alcohol Prevention Trial
- Preparing for the Drug-Free Years<sup>®</sup>  
(Now called Families That Care: Guiding Good Choices™)
- Adolescents Training and Learning to Avoid Steroids:  
The ATLAS Program
- Project Family
- Strengthening Families Program
- Focus on Families
- Reconnecting Youth
- Adolescent Transitions Program

(National Institute on Drug Abuse, 1997)



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# Notes



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### Communities That Care

#### Prevention Strategies:

A Research Guide  
to What Works

# Notes

## What works?

1. Assessing community levels of risk and protection
2. Prioritizing elevated risks and depressed protective factors
3. Including individuals and groups exposed to the highest levels of risk and the lowest levels of protection

Communities That Care



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# Notes



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### What works?

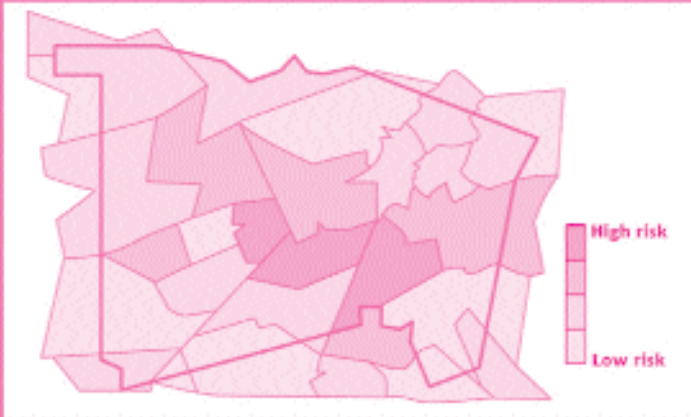
Communities That Care

4. Matching tested, effective programs to the community's risk and protection profile
5. Selecting tested, effective programs that address the racial, economic and cultural characteristics of the community
6. Implementing programs, policies and practices with fidelity at the appropriate ages

# Notes

## Different communities, different strategies

Communities That Care

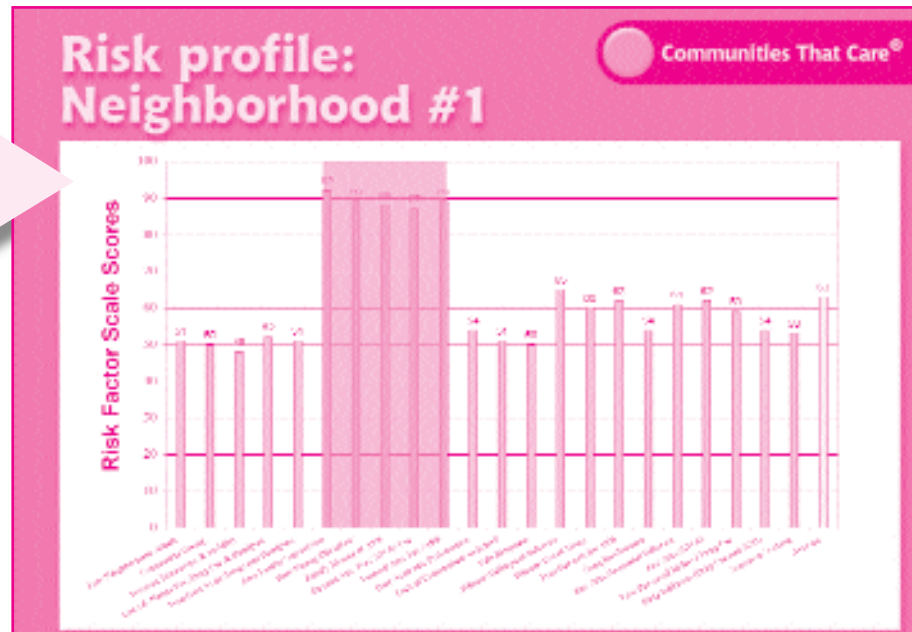


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# Notes



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# Notes



Family domain		Communities That Care®					Developmental period
Risk factor addressed	Program strategy	Healthy beliefs/ clear standards	Defining	Opportunities	Skills	Recognition	
Family history of the problem behavior	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
Family management problems	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Early childhood education	✓	✓	✓	✓	✓	3-5
	Parent training	✓	✓	✓	✓	✓	Prenatal-14
	Family therapy	✓	✓	✓	✓	✓	8-14
Family conflict	Marital therapy	✓	✓	✓	✓	✓	Prenatal
	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Parent training	✓	✓	✓	✓	✓	Prenatal-14
	Family therapy	✓	✓	✓	✓	✓	8-14
Favorable parental attitudes and involvement in the problem behavior	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Parent training	✓	✓	✓	✓	✓	Prenatal-14
	Community/ school policies	✓	✓	✓	✓	✓	All

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# Notes



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### Tested, effective prevention strategies:

Communities That Care

#### Prenatal and infancy programs

- Nurse-Family Partnership™  
(Olds et al., 1990; Olds & Kitzman, 1993; Olds et al., 1998)
- Syracuse Family Development Research Program  
(Lally, Mangione & Honig, 1998)
- Infant Health and Development Program  
(Ramsey, 1990; Ramsey et al., 1992; Law et al., 1995)
- Keys to Caregiving videotape series  
(Reinherd et al., 1998)



# Notes





Family domain		Communities That Care					Developmental period
Risk factor addressed	Program strategy	Healthy beliefs/ clear standards	Protective factors				
Family history of the problem behavior	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Early childhood education	✓	✓	✓	✓	✓	3-5
	Parent training	✓	✓	✓	✓	✓	Prenatal-14
	Family therapy	✓	✓	✓	✓	✓	8-14
Family conflict	Marital therapy	✓	✓	✓	✓	✓	Prenatal
	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Parent training	✓	✓	✓	✓	✓	Prenatal-14
	Family therapy	✓	✓	✓	✓	✓	8-14
Favorable parental attitudes and involvement in the problem behavior	Prenatal/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Parent training	✓	✓	✓	✓	✓	Prenatal-14
	Community/ school policies	✓	✓	✓	✓	✓	All

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# Notes



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### Tested, effective prevention strategies:

Communities That Care

#### Parent training

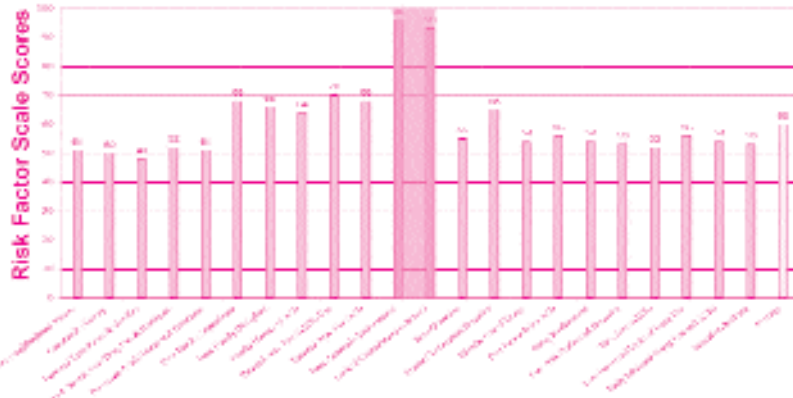
- Families That Care: Guiding Good Choices™  
(Catalano et al., 1998)
- Preparing for School Success™  
(Hawkins et al., 1999)
- Iowa Strengthening Families Program  
(Spoth et al., 1998, 1999, 2001)

# Notes



## Risk profile: Neighborhood #2

Communities That Care



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# Notes



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School domain				Communities That Care			
Risk factor addressed	Program strategy	Healthy beliefs/ clear standards	Protective factors				Developmental period
			Bonding	Opportunity	Skill	Recognition	
Academic failure beginning in late elementary school	Parent/infancy programs	✓	✓	✓	✓	✓	Prenatal-2
	Early childhood education	✓	✓	✓	✓	✓	3-5
	Parent training	✓	✓	✓	✓	✓	Prenatal-10
	Organizational change in schools	✓	✓	✓	✓	✓	6-18
	Classroom organization, management and instructional strategies	✓	✓	✓	✓	✓	8-18
	Classroom curricula for social competencies	✓	✓	✓	✓	✓	8-14
	School behavior management strategies	✓		✓		✓	6-14
	Youth employment with education	✓	✓	✓	✓	✓	15-21

# Notes

## Tested, effective prevention strategies:

Classroom curricula for social competence

- Reconnecting Youth  
(Eggert et al., 1994)
- Children of Divorce Intervention Program  
(Pedro Carroll & Cowen, 1985; Pedro Carroll et al., 1985, 1992)



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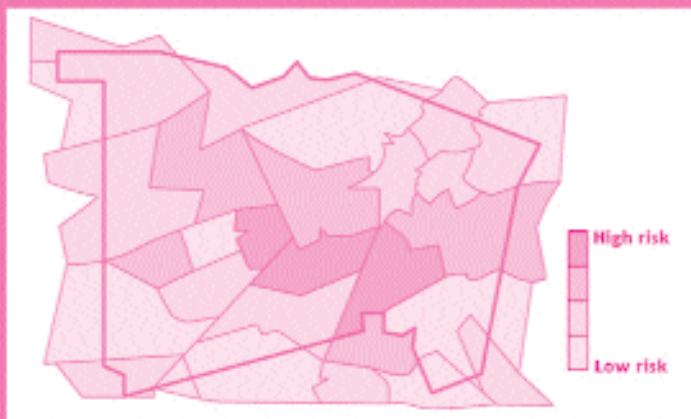
# Notes



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### Different communities, different strategies

Communities That Care



# Notes

## What works?

1. Assessing community levels of risk and protection
2. Prioritizing elevated risks and depressed protective factors
3. Including individuals and groups exposed to the highest levels of risk and the lowest levels of protection

Communities That Care



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# Notes



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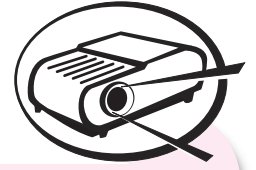
### What works?

Communities That Care

4. Matching tested, effective programs to the community's risk and protection profile
5. Selecting tested, effective programs that address the racial, economic and cultural characteristics of the community
6. Implementing programs, policies and practices with fidelity at the appropriate ages

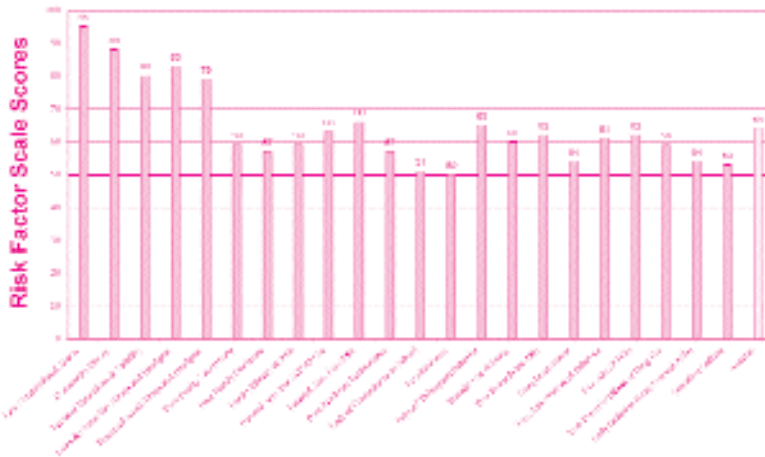
# Notes





## Risk profile: Neighborhood #3

Communities That Care



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# Notes



Slide 2-49

### Implementing the *Communities That Care* system

Communities That Care



# Notes



## Phase One: Getting Started

Purpose: Begin the *Communities That Care* process. Identify:

- people
- scope
- readiness
- resources.

Support: Strategic Consultation; *Tools for Community Leaders: A Guidebook for Getting Started*

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# Notes



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Communities That Care

### Phase Two: Organizing, Introducing, Involving

Purpose: Prepare Key Leaders, the Community Board and community members for involvement by:

- developing an organizational structure
- creating a work plan
- securing resources to implement the *Communities That Care* system
- confirming milestones and benchmarks to create accountability.

Support: *Key Leader Orientation; Community Board Orientation; Technical Assistance as needed*

# Notes



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### Phase Three: Developing a Community Profile

Purpose: Identify gaps in current response to priorities.

- Assess risk factors, protective factors and problem behaviors (*Communities That Care*® Youth Survey).
- Prioritize risk and protective factors, and populations or geographic areas.
- Complete resources assessment and gaps analysis.

Support: *Community Assessment Training; Community Resources Assessment Training; Technical Assistance as needed*

# Notes



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Communities That Care

### Phase Four: Creating a Community Action Plan

Purpose: Create a plan for implementing and evaluating tested, effective programs, policies and practices.

- Measurable outcomes
- Selection of programs, policies and practices to fill gaps
- Implementation and evaluation plans

Support: *Community Planning Training*;  
Technical Assistance as needed

# Notes



## Phase Five: Implementing and Evaluating the Community Action Plan

Purpose: Implement and evaluate the plan, and refine as needed.

- Implement selected programs, policies and practices.
- Evaluate the process and outcomes.
- Adjust the plan.

Support: *Community Plan Implementation Training*;  
Technical Assistance as needed

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# Notes



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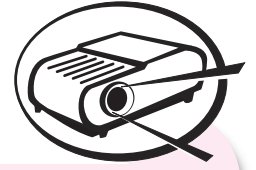
### Training events



Phase One	• Strategic Consultation
Phase Two	• Key Leader Orientation • Community Board Orientation
Phase Three	• Community Assessment Training • Community Resources Assessment Training
Phase Four	• Community Planning Training
Phase Five	• Community Plan Implementation Training

# Notes





## Community Action Plan:

### Key elements

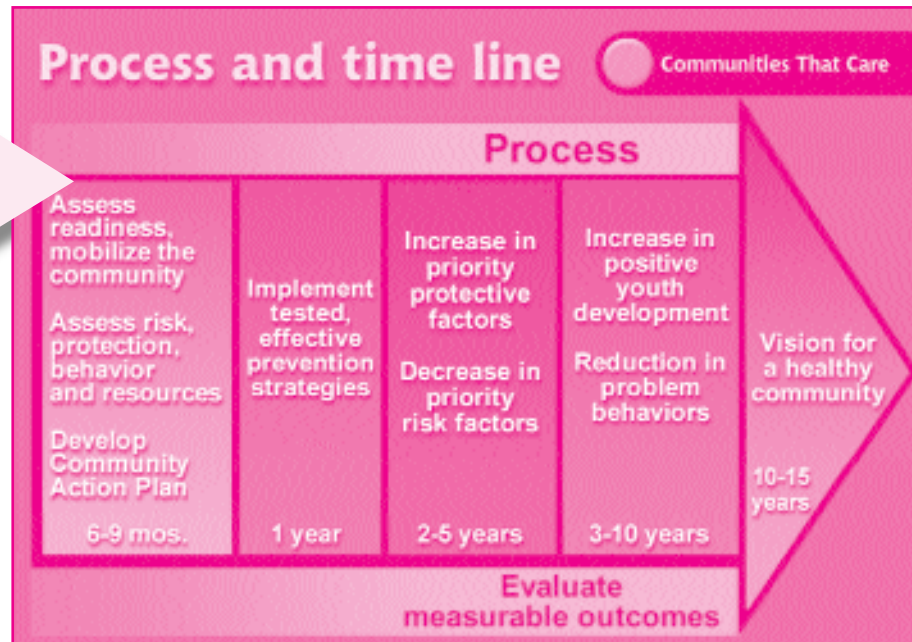
- Broad community involvement and ownership
- Data-driven assessment of risk, protection, behavior and resources
- Mutually agreed-upon focus and priorities
- Research-based programs, policies and practices, building on existing resources
- Outcome-based plan and evaluation strategy

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# Notes



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# Notes

## Benefits of the *Communities That Care* system

- Shared vision and community norms
- Common language for prevention and youth development
- Coordinated data collection and analysis using a limited, manageable data set
- Integrated planning processes

Jensen et al., 1997; U.S. General Accounting Office, 1996;  
Office of Juvenile Justice and Delinquency Prevention, 1996, 1997



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# Notes



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### Benefits of the *Communities That Care* system

Communities That Care

Increased:

- funding
- collaboration among agencies
- accountability
- use of tested, effective programs
- long-range, strategic focus
- community involvement.

Jordan et al., 1997; U.S. General Accounting Office, 1996;  
Office of Juvenile Justice and Delinquency Prevention, 1996, 1997

# Notes

## Benefits of the *Communities That Care* system

Communities That Care

Decreased:

- "turf" conflict
- duplication or fragmentation of resources
- "problem du jour"
- use of untested or proven ineffective programs
- community disorganization.

Jensen et al., 1997; U.S. General Accounting Office, 1996;  
Office of Juvenile Justice and Delinquency Prevention, 1996, 1997



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# Notes

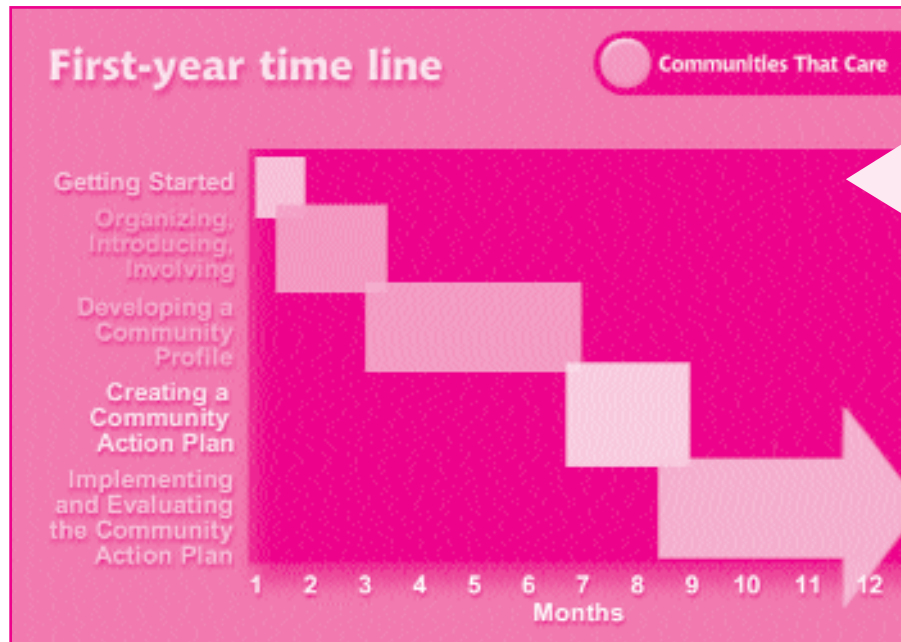


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Example results	
Communities That Care	
Ames, IA	Improved cognitive skills
East Prairie, MO	Improved parenting skills, family relations, community relations
Montgomery County, MD	72% decrease in suspensions; 30% decrease in school problems
Nekoosa, WI	Decrease in student detentions, academic failure, truancy
Lansing, MI	Decrease in fights, suspension; Increased feelings of safety at school
Port Angeles, WA	65% decrease in weapons charges; 45% decrease in burglary, 29% decrease in drug offenses; 27% decrease in assault charges, 18% decrease in larceny

Office of Juvenile Justice and Delinquency Prevention, 1990, 1997

# Notes



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# Notes



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### Milestones and benchmarks

Communities That Care

- Established for each phase
- Indicate critical steps and procedures
- Document and celebrate accomplishments
- Supported by training modules



# Notes



## Milestones and Benchmarks

Turn to Appendix 3 of your guide.

Take about 2 minutes to flip through all the milestones and benchmarks—there is a set of these for each phase. Then, go back to the milestones and benchmarks for Phase One.

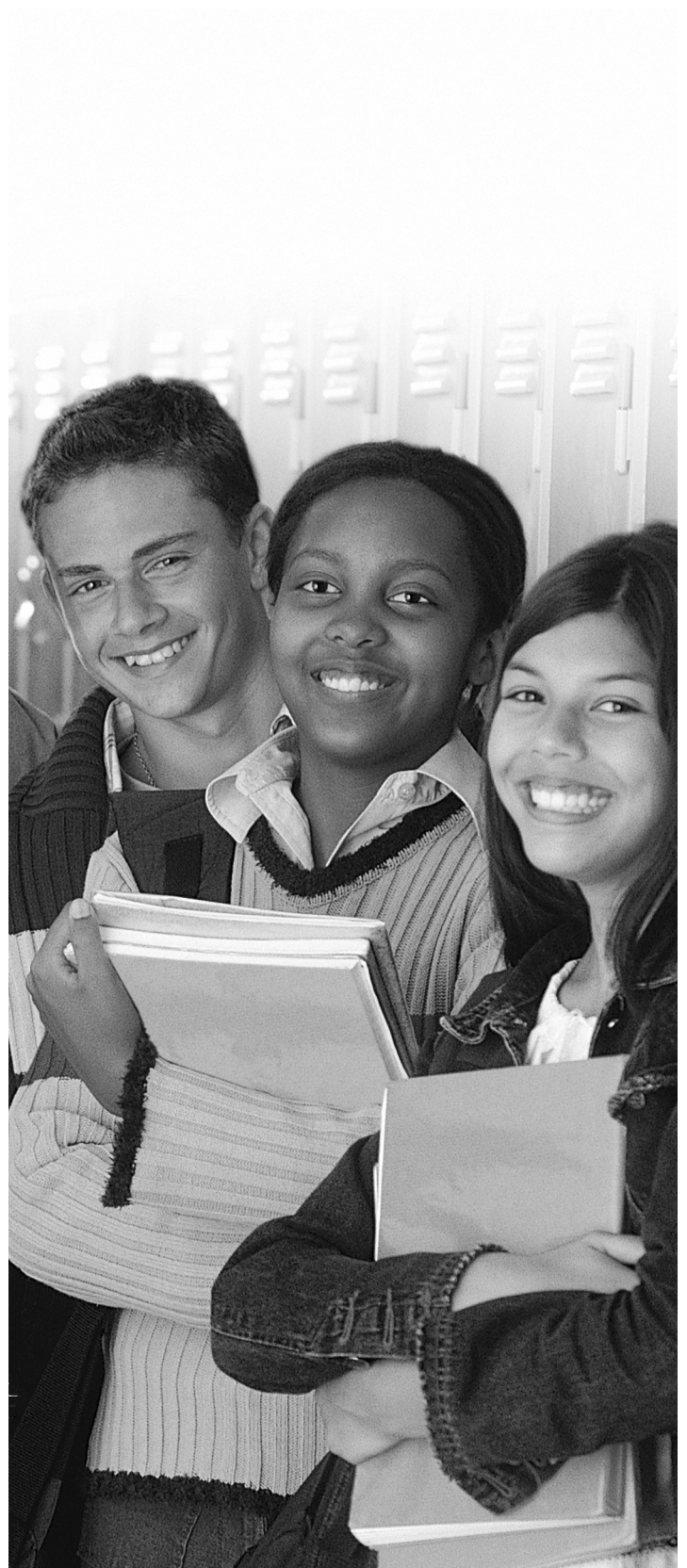
Once you have read through the Phase One milestones and benchmarks with the trainer, take about 5 minutes to review them again. Identify:

- 3 benchmarks you know the outcome of (e.g., who the Champion is, definition of the community to be organized, whether there is school district support for the *Communities That Care Youth Survey*).
- 3 benchmarks that have not been achieved or whose outcome you are unsure of.

Take about 10 minutes to discuss your answers and any questions you have. Record the questions to use in later readiness discussions.

Take about 10 minutes to review the Phase Two milestones and benchmarks with the group, noting which have been completed and the status of any that are not yet complete (and when they will be addressed—for example, establishing the Community Board organizational structure in Module 6).

Take about 5 minutes to review the other three phases on your own. More details will be provided about these to the relevant people (e.g., the Resources Assessment and Evaluation work group) during the trainings or other support provided for that phase.





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### The role of Key Leaders in initiating the *Communities That Care* system

Communities That Care

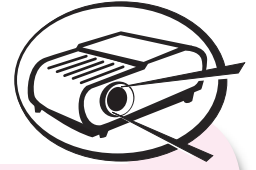
- Commit to the process
- Engage other Key Leaders
- Establish the Community Board
- Oversee implementation of the *Communities That Care* system
- Educate the community about the *Communities That Care* system



# Notes

## The role of Key Leaders in initiating the *Communities That Care* system

- Hold the Community Board accountable
- Provide access to community resources and information
- Support implementation of the Community Action Plan



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# Notes



Slide 2-66

### The Community Board

Communities That Care

- Represents the community's diversity
- Includes representation from all stakeholder groups
- Requires a three- to five-year commitment
- Requires a broad range of skills



# Notes



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# Notes

# Notes